

True or False Strategy Learning: Mediators Increase Students' Active Role in Class

Sudjoko S¹✉, Fathor Rozi², Zumrotus Sholehah³, Wardatul Jannah⁴

Pendidikan Bahasa Inggris STKIP Kusuma Negara, Jakarta Timur, Indonesia⁽¹⁾

Pendidikan Agama Islam, Universitas Nurul Jadid Paiton, Probolinggo, Indonesia⁽²⁾

Pendidikan Islam Anak Usia Dini, Universitas Nurul Jadid Paiton, Probolinggo, Indonesia^(3,4)

DOI: [10.31004/obsesi.v7i5.4091](https://doi.org/10.31004/obsesi.v7i5.4091)

Abstract

This research aimed to determine the implementation and success of true or false learning strategies which mediate students' active role in learning. This research used a qualitative approach with the type of Classroom Action Research. The subjects of this research were class B students (18 students). Data collection techniques used observation, interviews and documentation for each cycle process. Validate research data by means of technical triangulation. The results showed that students' active role scores have increased in each cycle action. It can be seen that the score for the active role of class B students (classically) in learning obtained an average of 50 which increased to 64 in cycle I and was followed by a significant increase in cycle II to 89. Achievements and improvements obtained after being given learning strategy actions were true or false makes learning more meaningful, fun, and brings out student activity. Student involvement plays an active role in finding answers to problems through a process of collaboration, thinking and discussion. This research contributed to prioritizing the development of student-centered learning that is effective, collaborative and productive.

Keywords: *true or false learning strategy; active role of students; early childhood*

Copyright (c) 2023 Sudjoko S, et al.

✉ Corresponding author : Sudjoko S

Email Address : djokosingo@stkipkusumanegara.ac.id (Jakarta Timur)

Received 20 Januari 2023, Accepted 29 October 2023, Published 29 October 2023

Introduction

Education have role urgent in Upgrade quality source power human. Effort enhancement quality education is part from effort enhancement quality source power human, fine aspect ability, personality nor not quite enough answer as inhabitant country (Andora & Afriansyah, 2019). In the process, learning becomes something that actually forms the personality, abilities, and skills of students (Kusumaningrum et al., 2022; Na'imah, 2022). The main factor in improving the quality of human resources through education is how the learning process can make students as partners, subjects, objects and the focus of educational goals. So, p principle study expected active could grow target critical learning, creative, and effective (NA Sari et al., 2021).

On basically a good learning process require interaction by all the components involved in classroom learning, either Among educator with participant educate, until between fellow participant educate that alone (Wijayanti, 2019). Lessons learned including provider resulting environment learning process occurs on participant educate with maximizing growth and development potency participant educate (Silva et al., 2022). Active

learning is a teaching and learning process that creates an atmosphere of interaction, participation and collaboration with full awareness that is fun and invites critical thinking in its activities. With liveliness learn and role active student optimally maybe, then could change Act he did in a manner more effective and efficient (Wind et al., 2022).

Learn teach will walk in a manner effective if the teacher is able apply strategy proper study. Teacher must capable understand student as individual nor as group so that could choose and match right strategy for used in reach aim learning (Rahim, 2022). Strategy in proper study could teacher and student in face as well as resolve saturation and mentally weak in learn. Strategy learning is a specification for selection and arrange incidents and activities in unit lesson (Muhammad & Malim, 2017). The teacher as the main instructor of education must have a formulation of a learning strategy that can collaborate well with students under any circumstances (Musa et al., 2022). The formulation of choosing a learning strategy, of course, must be based on the identification of student criteria, so that the strategy used can position students to have an important role during learning (Restuti, 2022).

The researcher's observations during the pre-research showed a gap between theory and the learning conditions of students at RA Masyitoh. The learning process skills approach is also very limited to theoretical studies only. Students who are exploring the age and world of education in the latent phase will be more likely to prioritize and position their will above anything else. This is because their exploratory power and imagination are higher than their self-control. Therefore, learning conditions will not be conducive and effective with teachers who only apply conventional learning strategies without any potential developmental activities.

These problems should be recognized and it is known that the forms of exploration and imagination of students must be channeled properly so that the role of students in learning is formed actively and collaboratively at their age. Children at this pre-school age will uphold the concept of learning that creates pleasure for them. So that the selection of learning strategies must be able to adjust to the characteristics of pre-school age children. Of course, the selection of these strategies can lead children to active, interactive, cooperative and critical learning development.

One of the learning strategies in the scientific approach that can be applied to increase active learning student with strategy learning *true or false also*. *True or false* is wrong one strategy learning stimulating activity involvement student to teacher's learning (Fauziah et al., 2018). Strategy this is activity collaborative that can invite student for involved to in learning. The uniqueness of this strategy can increase the activities of all students, train students to express opinions, train students to respect the opinions of others, and can be done for all levels of education (Wijayanti, 2019). However, there are some things that the teacher needs to pay attention to, namely this strategy requires a long time to discuss all the statements on the index cards. Lecturers find it difficult to list actual and factual statements in large numbers with limited material, and if there are students who have difficulty answering existing statements, so that each individual has the opportunity to answer and solve these questions (NA Sari et al., 2021).

Strategy capable learning make the learning process teach fun will give positive impact to child educate and capable Upgrade achievement learn (SAN Sari et al., 2018). Use good strategy will Upgrade role active student in learn. Role active student this very important for ambience study Becomes more life and student have experience fun learning . Participation active student very urgent in study (Nuraida, 2019) . Role active What is meant is willingness student following the learning process with good and right, give response positive to material the lessons covered, as well try look for know unfinished material understood. A must atmosphere created in the learning process is how student truly role active in study (Sinambela, 2008).

Research from Muhammad & Malim (2017) explains through strategy learning *True or False* with help card index make student more understand draft graph. Courses toeri graph containing applied math, where discussed application from a simple graph that is line and point however its application very broad. With ability to understand increasingly concept honed could help student get results good study also. The effectiveness of this learning strategy can also be seen in Restuti's research (2022) which mentions learning with True or False strategy has impact positive in Upgrade results study Mathematics about Miscellaneous Get up Flat on Student Class I SDN 005 Bengkong Batam City. This could see on Cycle I, of the 24 students who completed as many as 14 students (58.3 %) and those who have not complete as many as 10 students (41.67%). Whereas on Cycle II, students who complete as many as 20 students (83.33 %) and those who have not completed as many as 4 students (16.67%). So, after held Cycle II results study student increase by 25.03 %. While based on results study Womb (2022) explain PAI learning with use True or False strategy can Upgrade participation study student class IVA. Participation student Cycle I obtained an average score percentage participation student for do discussion 60%, put forward 50% opinion, and conclude lesson 30% and Cycle II for do discussion 85%, put forward 75% opinion, and conclude lesson 72.5%.

Apparently, a number of studies have been carried out using *true or false learning strategies*. Thus, the presence of this research has its own position by enabling children in the latent phase or pre-school children to carry out active, collaborative and effective learning for their physical, mental, knowledge and experience development. In this research, children are directly involved at each stage and play a full role in learning, and the teacher becomes a facilitator in directing children to carry out their learning activities. Not only that, this research will provide support source study and the media are a factor urgent achieve learning goals.

It is not only the different sides that make this research interesting, but its uniqueness also includes the novelty of this research. This study will explain in detail the criteria for students who are active by having learning experiences that can encourage them to always be curious about what information they get. This research will also explain the success of *true or false learning strategies* in developing students' active roles which make it easier for teachers to teach. So this research will explain so much of the intelligence of children who are trained by teachers.

Background behind above give inspiration so that interested do repair in the learning process with apply s strategy p learning *true or falso* (right or wrong) in class B students RA Masyitoh XI Plampang for Upgrade patterns and roles actively learning. For this reason, the purpose of this study is to find out the application and success of carrying out *true or false learning strategies* as mediators of the active role of students in class.

Methodology

This research uses a qualitative approach with the type of Classroom Action Research (CAR). In accordance with the problems found and felt by researchers, this study aims to provide a description/illustration of the implementation and success of *true or false learning strategies* as mediators of the active role of students in class. Researchers use the Classroom Action Research (PTK) method. It provides an activity that guides students to carry out more active learning. The subjects in this study were class B of RA Masyitoh XI (18 students consisting of 10 male students and 8 female students).

This research done during 2 month. In the implementation of learning improvement to increase students' active learning. So the researcher developed a class action research plan in the form of work procedures carried out in the classroom. Study this consists from two cycle which in each cycle is given 3 meetings and each cycle consists from planning, implementation, action, observation, and reflection. Instrument research used in the form of an RPP (Plan Implementation Learning), test questions, and sheet observation. Data retrieved done with how to test (implementation process learning in progress) and non test observation (test implementation learning with gift method). Research data validation done with triangulation

techniques. Then, the various data are processed with descriptive statistics. Researcher this said succeed if students classically obtain minimum average score 80.

Results and Discussion

The main learning concepts in *true or false active learning strategies* will activate students from the start of learning by stimulating students to think and motivating students to play an active role in learning activities so that the teacher does not dominate the learning process too much (Jarvie & Burke, 2019). This learning strategy will be a *student centered based learning concept*. This strategy is marked by the teacher making statements that are appropriate to the subject matter, some are true and some are wrong (Metcalf & Eich, 2019). Then students discuss in their groups to state whether the statement is true or false. By discussing students can exchange opinions. According to Simsek (2021) by listening to various opinions, students will be challenged to think.

Learning will be meaningful for students if the teacher is able to involve the active role of students during the teaching and learning process (Pratama, 2021; Rosiah & Savana, 2021; Widyanto & Vienlentina, 2022). The active role of students in learning will be the basis for forming a creative generation, which has the ability to produce something that is not only beneficial for themselves but also for others (Febriyana & Winarti, 2021; Widiana, 2020). In addition, students who study with their own activities do not seem to pass away, but students will try to think about it and process it, then issue this information in different forms so that this will stimulate students to ask questions, submit opinions and lead to discussions with the teacher (Indra et al., 2022; Pertiwi et al., 2022). Learning requires student activity so that the quality of learning increases. Activeness shows seriousness and participation in an activity or work. Students who are active will show their ability to learn and will get adequate knowledge (Astuti et al., 2020; JH & Baderiah, 2020).

This research uses a type of classroom action research (CAR) by measuring the achievement, effectiveness and success of *true or false learning strategies*. So, the following is explained in detail regarding the initial conditions (pre-action) until after being given the *true or false learning strategy action*.

Implementation of Pre-Cycle Learning

The problem that occurs in students is that they have not memorized the names of the Angels and their duties and have not been able to recognize the names of the Prophets and their order. Fundamental lessons regarding this material can already be learned by pre-school children as a basis for them to know their religion. So, the school principal RA Masyitoh XI Plampang explained the importance of a more effective learning atmosphere to expedite this material by applying *true or false learning strategies*. Aspects that become benchmarks in assessing students' active role in learning include students actively asking teachers and friends, students actively expressing opinions, students dare to respond to students who are less relevant or wrong, students are active independently in solving problems given by the teacher, and students are active in appreciating each of their friends' answers. Research makes the criteria and indicators of achieving the active role of students as table 1.

Table 1. Achievement Criteria and Indicators

Criteria	Success Score
Very active	81-100
Active	61-80
Less Active	41-60
Not Active	21-40
Very Inactive	1-20

Before implementing *true or false learning strategy actions*, it is necessary to look at the criteria for the active role of students first. The following table presents the skills scores of class B RA students. Masyitoh XI Plampang in the pre-cycle.

Table 2. Score of Active Role of Pre-Cycle Students

No	Student Name (Initials)	Active Students Ask	Active Students Express Opinions	Students Dare to Respond to Answers Less Relevant or Incorrect	Active Students Independently Solve Problems	Active Students Appreciate Every Answer of Their Friends
1	RNF	41	42	58	54	43
2	FOR	42	52	62	49	46
3	MNF	42	51	56	47	51
4	MIN	53	51	57	46	56
5	HB	51	47	58	42	55
6	NA	52	50	41	52	46
7	HF	43	45	42	51	58
8	MNF	61	59	42	51	62
9	FH	60	60	53	47	56
10	NH	51	54	51	42	63
11	MF	44	52	52	52	56
12	ANI	45	56	41	51	55
13	FNB	46	55	42	50	46
14	RA	40	46	42	43	52
15	NJ	51	58	52	46	41
16	NJF	60	62	50	51	42
17	AF	41	56	49	48	42
18	I'M	53	57	47	44	52
Amount		876	953	895	866	922
Average		49	53	50	48	51

The table 2 has clearly explained each grade B student's score for each aspect. However, to look at it classically, the condition of the active role of class B students can be seen from the average score. Based on several aspects, it is known that the scores of students who actively ask questions get 49, the aspect of students expressing opinions gets an average score of 53, on the aspect of students who dare to respond to answers that are less relevant or wrong get 50, then students active students who independently solve problems get 48, as well as aspects of students who actively value each friend's answers get an average of 51. Of the five (49, 53, 50, 48, and 51) the average score regarding aspects of students' active role in learning if accumulated will get an average score of 50 which shows the role of class B RA students. Masyitoh XI Plampang is somewhat less active. This is the beginning and basis of improving learning with a *true or false strategy*, especially in developing students' active roles. Then the following describes the steps of *true or false learning strategies* and the achievements of each cycle.

Implementation of Cycle I Learning Planning

At the planning stage, learning tools and instruments are designed to support the learning process in the classroom with *true or false active learning strategies*. The learning tools and instruments prepared include learning implementation plans using *true or false type active*

learning strategies, cycle I learning materials, observation sheets to see student activities and observation sheets to observe the teaching and learning process and lesson plans for cycle I. According to the description of the student's condition above, pre-schoolers like students in RA Masyitoh XI Plampang tends to respond spontaneously to everything. So with the *true or false model* this can be a form of stimulus for students to play an active role in correcting answers to their own work or to the answers of their friends.

In its application, this research was conducted on students of class B RA Masyitoh XI Plampang, totaling 18 students. The action research conducted consisted of two cycles. Each action cycle consists of planning, action, observation and reflection stages. One cycle consists of two meetings with a time allocation of 2 x 30 minutes. The goal is to have stages (cycles) in learning as material to expand and open opportunities for students to develop their potential and skills. Every one cycle or one meeting in preparation for learning, one RPP implementation plan is determined. The material taken in cycle I is material about knowing the names of Angels and in cycle II that is knowing the names of the Prophets.

Action

Initial Activity (10 Minutes)

Starting this learning action, the teacher first greets and asks students to pray so that the learning is carried out smoothly. The next activity takes student attendance. After finishing taking absences then giving a little motivation to students and explaining the steps of learning with a *true or false strategy*. *First*, distribute some blank paper and statement cards regarding the duties of an Angel to each student. *Second*, students are asked to read and identify the cards they have got. On the statement card are some of the duties of the Angels. *Third*, the teacher explains the learning steps using the provided paper. *Fourth*, the teacher provides support and motivation to students.

Core Activity (40 Minutes)

Implementation of the next lesson, *first*, the teacher explains material regarding the meaning of angels, the names of angels, and identifying the duties of angels. Of course, this learning is not presented in an abstract way, so students are given assistance with the names of angels that the teacher has posted on the class board and mentioning the assignments of the Angels by reading the statement cards they got from the teacher. While students listen to the teacher's explanation while paying attention to the cards they have got. After the teacher explains the learning material, *secondly*, the teacher gives the opportunity for students to ask questions that they think are difficult or they don't understand yet and repeat the mention of the names of angels with their friends for 5 minutes. *Third*, when the *true or false* learning strategy is carried out, the teacher will mention one serial number of the Angel's name and students must be able to write the angel's name on the blank paper that the teacher has given. *Fourth*, the teacher invites each student to hold up the paper containing the answer and the teacher asks students to take turns reading the answers. *Fifth*, each student's correct answer will be given an act of applause (applause) as a form of appreciation for the answer. Meanwhile, if there is a wrong answer from a student, then their answer will be asked to correct the answer. *Sixth*, the teacher will ask students to look for the Angel assignment on the statement paper, and ask them to raise their answer choices. *Seventh*, students are required to read the answers one by one. If a student is found with an incorrect answer, the student must be able to provide a reason or the teacher asks whether the answer is correct or wrong compared to other friends. This will give students the courage to interact and think critically about every answer given and the answers of their friends.

Final Activity (10 Minutes)

In the closing activity before ending the meeting, through questions and answers, the teacher asks students to participate in repeating the names of the Angels and their duties and

concluding today's lesson. The teacher accommodates all the conclusions of the students and provides reinforcement of the student's conclusions. It is in this activity that all students are expected to be able to apply the knowledge they have learned based on their experience obtained from the results of the discussion. To provide reinforcement to the material, at the second meeting of cycle I this material was also discussed again and of course with the same stages of activity as the first meeting. After giving information to students, the teacher closed the lesson at this meeting by praying and saying *hamdalah* and greetings.

Observation

Observations (observations) are made every time the cycle action ends with the teacher filling out the student participation observation sheet in learning with the *True or False strategy*. The results of the analysis of observations on the implementation of learning show that learning is carried out more actively compared to the pre-cycle. It can be seen that learning with *true or false learning strategies* can create a bold and interactive learning atmosphere for students in conveying their answers. Not only that, Mrs. Nur Farhanah as one of the guardians of class B students stated that each student had the courage to make decisions in determining answers and students wanted to listen to corrections for their wrong answers. This proves that compared to the pre-cycle which only relied on the teacher's activeness in learning, the cycle I action was able to develop students' active role in class.

Reflection

Implementation of actions and observations in cycle I, it is known that the level of active role of students who are carried out increases compared to the pre-cycle. The teacher and the observer concluded that the problems encountered in managing learning were that teachers were still confused when facing students' wrong answers and tended to shorten discussion sessions for students. Looking at the analysis of the observation sheet and assessment of students' learning conditions in cycle I, it can be concluded that the active role of students has not reached the desired target. It can be seen from the average score of students who played an active role during learning which was still below 80. More specifically, the learning process in cycle I was fairly active. Table 3 showing the average score of observing students' active roles from pre-cycle to cycle I.

Table 3. Pre-Cycle and Cycle I Average Scores

Cycle	Active Students Ask	Active Students Express Opinions	Students Dare to Respond to Answers Less Relevant or Incorrect	Active Students Independently Solve Problems	Active Students Appreciate Every Answer of Their Friends
Pre-cycle	49	53	50	48	51
Cycle I	64	67	63	61	66

From the aspect of student activity in asking questions in the pre-cycle of 49, the gain in cycle I became 64. Furthermore, in the aspect of student activity in expressing their opinions in the pre-cycle, they got 53, which increased in the cycle to 67. The score of acquisition was 50 in the pre-cycle aspect of students Dare to respond to irrelevant or incorrect answers changed to 63 in cycle I. Aspects of student activity in solving problems reached 48 in pre-cycle and then increased in cycle I to 61. Then aspects of student activity in appreciating each friend's answer were identified as obtaining a score of 51 in pre-cycle and changed to 66 in cycle II. Of the five scores (64, 67, 63, 61, and 66) obtained in cycle I if accumulated and taken the average score becomes 64 which states that the role of students during learning is somewhat active.

Of course, to optimize the role and involvement of students in learning, it will be forwarded to the next action. To overcome this, what needs to be improved is that the teacher designs the time and direction of student discussion to be more systematic and enjoyable so that student participation during learning increases. This participation increases if given more facilities to carry out group or pair discussions, express opinions, and conclude lessons. So that Mrs. Saudah Hanum (class B teacher) explained that in order to maximize the implementation of *true or false learning strategies* to become a medium for increasing students' active role in the learning process, then proceed to cycle II actions.

Implementation of Cycle II Learning

The implementation of actions and activities in cycle II is the same as the series of stages of activities in cycle I. The difference lies in the material taught by the teacher. The material in cycle II is more, namely studying and getting to know the names of the Prophets. So the teacher prepares to be the main stimulus for students to be able to describe and describe the figures of the Prophet one by one to students. The teacher explains every event or miracle that characterizes a prophet. Like the example of the Prophet Muhammad. as the Prophet who received the miracles of the Qur'an as well as the Prophet Abraham As. which has the characteristic of not feeling hot even though it is burned in a fire for a month. So, as in cycle I, the teacher prepared blank sheets of paper for students to fill in the names of the Prophets and provided statements of miracles or important events from a Prophet. This becomes a clear and easy-to-understand synchronization of students' knowledge to be used as experience through *true or false games*. Then Mrs. Saudah Hanum as the class B teacher explained that at the implementation stage, the teacher set the teacher's position and each student with a strategic and dynamic position that could be reached by all students. Students are required to be able to listen, listen to respond to each student's answer according to instructions from the teacher. Then in the last 10 minutes of each meeting, the teacher will give students some time to conclude and reflect on the material they are studying.

Mrs. Nurul Haqiqoh as one of the guardians of class B students said, from the results of observations it was found to show progress in increasing students' understanding of the names of the Prophet and his miracles that were said to be very active in learning. Judging from the students' ability to actively ask the teacher about miracles or important events from a Prophet to make it easier for them to remember. Not only that, students also dare to correct their friends' answers if there are wrong answers, appreciate without blaming their friends' answers, and each student is able to independently believe in his ability to solve a question. While the reflections obtained from the implementation of cycle II showed better scores and increased from cycle I.

Table 4. Pre-Cycle, Cycle I, and Cycle II Average Scores

Cycle	Active Students Ask	Active Students Express Opinions	Students Dare to Respond to Answers Less Relevant or Incorrect	Active Students Independently Solve Problems	Active Students Appreciate Every Answer of Their Friends
Pre-cycle	49	53	50	48	51
Cycle I	64	67	63	61	66
Cycle II	88	89	89	89	90

From the aspect of student activity in asking questions in cycle I by 64, the gain in cycle II became 88. Furthermore, in the aspect of student activity in expressing their opinions in cycle I, they got 67, which increased in cycle to 89. The acquisition score was 63 in cycle I, the aspect of students being brave in responding to answers less relevant or incorrectly changed

to 89 in cycle II. Aspects of student activeness in solving problems reached 61 in cycle I then increased in cycle II to 89. Then aspects of student activity in appreciating each of their friends' answers were identified as obtaining a score of 66 in cycle I and changed to 90 in cycle II. Of the five scores (88, 89, 89, 89, and 90) obtained in cycle II if accumulated and taken the average score is 89 which has reached the minimum success indicator (80) and states that the role of students during learning is fairly active after being given action with *true or false* learning strategies. To more clearly see the improvement from the actions given, the following is a graph of the achievements.

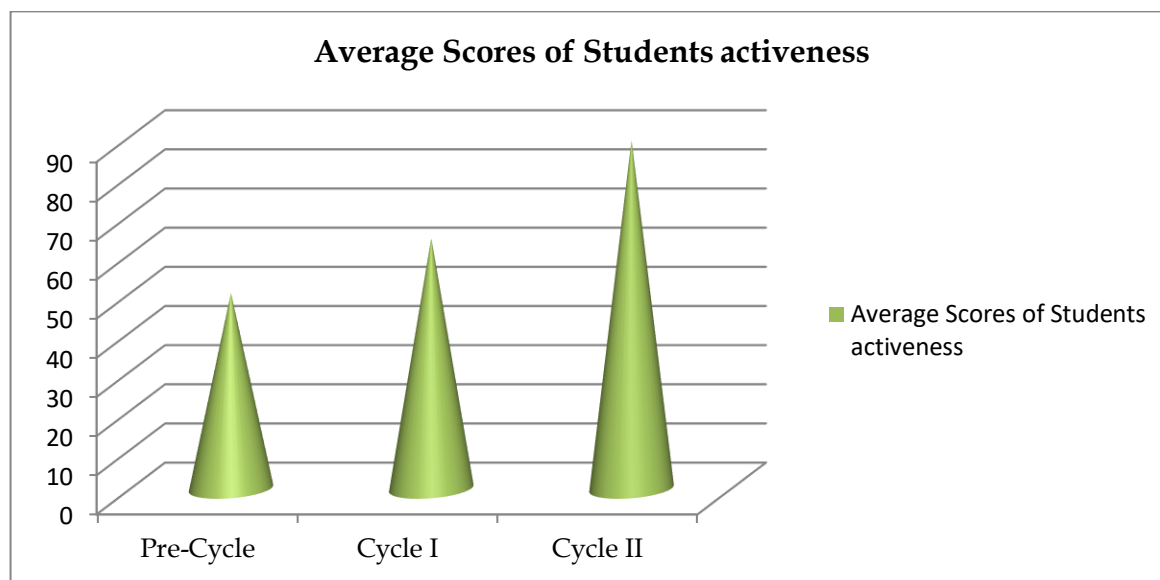


Figure 1. Graph of Increasing the Average Score of Students' Active Role during Learning

The average score of the active role of students has increased in each cycle action. It can be seen that the average score of students' active role in classical learning obtained 50 which increased to 64 in cycle I and was followed by a significant increase in cycle II to 89. From the achievements and improvements obtained after being given *true or false learning strategy actions* make learning more meaningful, fun, and bring out the activeness of students. The involvement of students plays an active role in finding answers to a problem through the process of working together, thinking and discussing. As mentioned by Aimable et al. (2021) a *true or false strategy* requires students to be active both mentally and physically. Mental activities carried out in a *true or false strategy* can make learning meaningful so that it is easy for students to remember. With this atmosphere, students can be more motivated to learn because they are more enthusiastic and interested in learning activities.

Conclusion

In accordance with the description of the results and discussion above, it shows that the average score of the active role of students has increased in each cycle action. It can be seen that the average score of students' active role in classical learning obtained 50 which increased to 64 in cycle I and was followed by a significant increase in cycle II to 89. From the achievements and improvements obtained after being given *true or false learning strategy actions* make learning more meaningful, fun, and bring out the activeness of students. The involvement of students plays an active role in finding answers to a problem through the process of working together, thinking and discussing. So it can be said that this research will make a significant contribution to prioritizing the development of effective, collaborative, and productive *student-centered learning*.

References

- Aimable, S., Karegeya, C., & Sentongo, J. (2021). Effect of Cooperative Learning on Chemistry Students' Achievement in Rwandan Day-upper Secondary Schools. *European Journal of Educational Research*, 10(4), 2079–2088. <https://eric.ed.gov/?id=EJ1318346>
- Andora, D., & Afriansyah, H. (2019). Pengembangan Manajemen Mutu Terpadu (Total Quality Management) Di Sekolah. *Jurnal At-Ta'dib*, 5(2), 302–315.
- Angin, S. P. B. P., Affan, S., & Syahfitri, D. (2022). Analisis Strategi Guru dalam Meningkatkan Peran Aktif Siswa dalam Pembelajaran Akhlak di Era Covid-19 di Kelas X MAS Jam'iyah Mahmudiyah Tanjung Pura. *Edu Society: Jurnal Pendidikan, Ilmu Sosial, Dan Pengabdian Kepada Masyarakat*, 2(1), 528–543. <https://jurnal.permapendis-sumut.org/index.php/edusociety/article/view/190>
- Astuti, D. P., Muslim, A., & Bramasta, D. (2020). Analisis Persiapan Guru dalam Pelaksanaan Pembelajaran Matematika di Kelas IV SD Negeri Jambu 01. *Jurnal Wahana Pendidikan*, 7(2), 185–192. <https://jurnal.unigal.ac.id/index.php/jwp/article/view/3676>
- Fauziah, U., Hairida, & Melati, H. (2018). Peningkatan Aktivitas dan Hasil Belajar Siswa melalui Strategi True or False Berbantuan Media Flash. *Jurnal Pendidikan*, 4(2), 1–11. <https://jurnal.untan.ac.id/index.php/jpdpb/article/view/6409>
- Febriyana, M., & Winarti. (2021). Efektivitas Model Pembelajaran Berbasis Student Centered Learning untuk Meningkatkan Hasil Belajar Mahasiswa pada Mata Kuliah Microteaching. *Jurnal EduTech*, 7(2), 231–235. <https://jurnal.umsu.ac.id/index.php/edutech/article/view/7055>
- Indra, R., Komariah, A., Nurdin, D., & Fadhli, R. (2022). A Rasch Analysis : Comparing Students' Learning Activity on Online Learning and Blended Learning. *Cypriot Journal of Educational Sciences*, 17(6), 2013–2028. <https://eric.ed.gov/?id=EJ1349923>
- Jarvie, S., & Burke, K. J. (2019). Difficult Knowledge and the False Religion of Schooling. *Journal of Educational Foundations*, 32(1), 5–23. <https://files.eric.ed.gov/fulltext/EJ1240006.pdf>
- JH, S., & Baderiah, B. (2020). Learning Evaluation Management. *International Journal of Asian Education*, 1(2), 61–72. <https://doi.org/10.46966/ijae.v1i2.39>
- Kusumaningrum, A., Baharun, H., Mutiatun, Y., & Mardiyah, N. (2022). Strengthening Children's Motor Intelligence through The Learning Management System. *Jurnal Obsesi : Jurnal Pendidikan Anak Usia Dini*, 6(5), 4620–4630. <https://doi.org/10.31004/obsesi.v6i5.2484>
- Metcalfe, J., & Eich, T. S. (2019). Memory and Truth : Correcting Errors with True Feedback Versus Overwriting Correct Answers with Errors. *Cognitive Research: Principles and Implications*, 4(4), 1–18. <https://doi.org/10.1186/s41235-019-0153-8>
- Muhammad, L., & Malim, A. (2017). Strategi True or False Dengan Media Kartu Indeks pada Mata Kuliah Teori Graf. *AlphaMath : Journal of Mathematics Education*, 2(2), 78–86. <https://jurnalnasional.ump.ac.id/index.php/alphamath/article/view/1228>
- Musa, S., Nurhayati, S., Jabar, R., Sulaimawan, D., & Fauziddin, M. (2022). Upaya dan Tantangan Kepala Sekolah PAUD dalam Mengembangkan Lembaga dan Memotivasi Guru untuk Mengikuti Program Sekolah Penggerak. *Jurnal Obsesi : Jurnal Pendidikan Anak Usia Dini*, 6(5), 4239–4254. <https://doi.org/10.31004/obsesi.v6i5.2624>
- Na'imah. (2022). Urgensi Bahasa Inggris Dikembangkan Sejak Anak Usia Dini. *Jurnal Obsesi : Jurnal Pendidikan Anak Usia Dini*, 6(4), 2564–2572. <https://doi.org/10.31004/obsesi.v6i4.1916>
- Nuraida, D. (2019). Peran Guru dalam Mengembangkan Keterampilan Berpikir Kritis Siswa dalam Proses Pembelajaran. *Jurnal Teladan*, 4(1), 51–59. <http://journal.unirow.ac.id/index.php/teladan/article/view/47>
- Pertiwi, A. D., Nurfatimah, S. A., & Hasna, S. (2022). Menerapkan Metode Pembelajaran Berorientasi Student Centered Menuju Masa Transisi Kurikulum Merdeka. *Jurnal Pendidikan Tambusai*, 6(2), 8839–8848. <https://jptam.org/index.php/jptam/article/view/3780>

- Pratama, A. F. (2021). Bimbingan Belajar dengan Pendekatan Student Centered Learning untuk Pembiasaan Belajar Mandiri di Masa Pandemi Covid-19. *Proceedings UIN Sunan Gunung Djati Bandung*, 1(1), 1–20. <https://proceedings.uinsgd.ac.id/index.php/proceedings/article/view/1161>
- Rahim, A. (2022). Penerapan Strategi True or False Mata Pelajaran Fiqih untuk Meningkatkan Hasil Belajar Siswa Kelas VI. *Seminar Nasional Pendidikan Profesi Guru Agama Islam*, 2, 1888–1901. <https://e-proceedings.iain-palangkaraya.ac.id/index.php/PPGAI/article/view/971>
- Restuti, N. (2022). Peningkatan Hasil Belajar Matematika Pokok Bahasan Macam-Macam Bangun Datar Melalui Strategi True or False pada Siswa Kelas I Semester Genap SDN 005 Bengkong Tahun Pelajaran 2018 / 2019. *Journal of Education*, 04(04), 1221–1226. <https://jonedu.org/index.php/joe/article/view/537>
- Rosiah, R., & Savana, A. F. (2021). Keefektifan Student-Centered Learning (SCL) Metode Cerita dalam Pembelajaran Huruf Kanji Level Menengah. *Journal of Japanese Language Education and Linguistics*, 5(2), 159–167. <https://doi.org/10.18196/jjlel.v5i2.12557>
- Sari, N. A., Mulyati, S., & Wahyono, A. (2021). Meningkatkan Peran Aktif Murid dalam Pembelajaran Daring di Masa Pandemi Covid-19. *Prosiding Seminar Nasional Pendidikan Program Pascasarjana Universitas PGRI Palembang 15-16 Januari 2021*, 142–148. <https://jurnal.univpgri-palembang.ac.id/index.php/Prosidingpps/article/view/5501>
- Sari, S. A. N., Akhyar, O., & Wardhani, R. R. A. A. K. (2018). Analisis Keefektifan Strategi Pembelajaran True Or False Dan Take And Give Terhadap Hasil Belajar Siswa Pada Materi Asam Basa Kelas XI SMA Negeri 1 Alalak. *Dalton : Jurnal Pendidikan Kimia Dan Ilmu Kimia*, 1(1), 1–10. <http://dx.doi.org/10.31602/dl.v1i1.1501>
- Silva, H., Dominguez, C., Lopes, J., & Morais, E. (2022). Lecture, Cooperative Learning and Concept Mapping : Any Differences on Critical and Creative Thinking Development? *International Journal of Instruction*, 15(1), 765–780. <https://files.eric.ed.gov/fulltext/EJ1331371.pdf>
- Simsek, Z. Z. (2021). “Is It Valid or Not?”: Pre-Service Teachers Judge the Validity of Mathematical Statements and Student Arguments. *European Journal of Science and Mathematics Education*, 9(2), 26–42. <https://eric.ed.gov/?id=EJ1293298>
- Sinambela, P. N. J. M. (2008). Faktor-Faktor Penentu Keefektifan Pembelajaran dalam Model Pembelajaran Berdasarkan Masalah (Problem Based Instruction). *Generasi Kampus*, 1(2), 74–85. <https://jurnal.unimed.ac.id/2012/index.php/gk/article/view/6947>
- Widiana, I. W. (2020). Improving Student’s Factual Knowledge with Concrete Media through Observing Activities in Scientific Approaches in Elementary Schools. *Journal of Education and E-Learning Research*, 7(3), 293–299. <https://doi.org/10.20448/journal.509.2020.73.293.299>
- Widyanto, I. P., & Vientientia, R. (2022). Peningkatan Kemampuan Berpikir Kritis dan Hasil Belajar Peserta Didik menggunakan Student Centered Learning. *Jurnal Pendidikan: Teori, Penelitian, dan Pengembangan*, 7(4), 149–157. <http://journal.um.ac.id/index.php/jptpp/article/view/15215/6637>
- Wijayanti, E. (2019). Upaya Meningkatkan Peran Aktif Siswa dalam Pembelajaran Matematika dengan Menggunakan Model Mencari Pasangan (Make A Match) Kelas Xi IPS MA Salafiyah Wonoyoso Kabupaten Kebumen Tahun Ajaran 2018/2019. *Jurnal Pengembangan Pembelajaran Matematika (JPPM)*, 1(2), 110–116. <https://ejournal.uin-suka.ac.id/tarbiyah/jppm/article/view/4001/2032>